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| SCHOOL LOGO **Writing Group plan** | | | | | | | | **Focus/Genre:**  POETRY | | **Term:**  **Week:** | |
| **Achievement Objective:** Students will be writing to record and communicate thoughts, ideas and information for a variety of personal, social, instructional purposes. | | | | | | | | | | | |
|  | **1. - SLO’s Level 1(ii)** | | | | **2. - SLO’s Level 1(iii)** | | | **3. - SLO’s Level 2(i)** | | | |
| **SURFACE FEATURES**  **Group Focus** | * Write sentences that make sense. * Identify dominant sounds and records some accurately. * Spell some high frequency words correctly Essential lists 1 & 2 * Indicate approximations by underlining with pink highliter * Correct approximations by using a word source. * Leave consistent spaces between words and shows a strong sense of directionality. * With support, understands and uses capital letters and full stops correctly. * Use key topic words from round the room | | | | * Record dominant sounds in order. * Begin to use some common spelling patterns. * Spells all high frequency words correctly from Essential spelling lists 1 & 2 * Indicate approximations by underlining with pink highliter * Correct approximations by using a word source. * Writes simple sentences correctly. * Use capital letters/full stops more consistently. * Begins to experiment with other punctuation ! ? , “ ” * Write most letters and numbers legibly * Use key words from round the room * Begin to use precise nouns, verbs, adjectives | | | * Spells some high frequency words correctly from spell write lists 3 & 4. * Beginning to proof-read and edit * Indicate approximations by underlining with pink highliter * Correct approximations by using a word source. * Uses capital letters/full stops consistently. * Uses commas, questions marks and speech marks with some consistency. * Forms sentences that are grammatically correct. * Attempts more complex sentences. * Uses some descriptive language – adjectives/adverbs | | | |
| **Groups** | **Monday** | | | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** | | **Future Planning** |
|  | *We Are Learning To:*  Identify dominant sounds and records some accurately. Spell some high frequency words correctly Essential lists 1 & 2  With support, understands and uses capital letters and full stops correctly. | | | | | | | | | |  |
| **Dai**  **ly Focus** | **WALT: Discuss basic conventions of ACROSTIC poems and create our own.**  Shared writing | **TEACHER:** | | | **INDEPENDENT**: | **INDEPENDENT** | | INDEPENDENT | |
| **Whole class:** | Shared Writing, Teacher Modelling, Sharing/writing WALTS, Success Criteria and Goals, (Will be done daily before each writing session)  Feedback and Reflection – At end of session. Sharing stories with class/buddy. Peer/share feedback and teacher comments into books (approx. 4-5 per day) | | | | | | | | | | |

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| SCHOOL LOGO **Writing Group plan** | | | | | | | | **Focus/Genre:**  POETRY | | **Term:** 3  **Week: 6** | |
| **Achievement Objective:** Students will be writing to record and communicate thoughts, ideas and information for a variety of personal, social, instructional purposes. | | | | | | | | | | | |
|  | **1. - SLO’s Level 1(ii)** | | | | **2. - SLO’s Level 1(iii)** | | | **3. - SLO’s Level 2(i)** | | | |
| **SURFACE FEATURES**  **Group Focus** | * Write sentences that make sense. * Identify dominant sounds and records some accurately. * Spell some high frequency words correctly Essential lists 1 & 2 * Indicate approximations by underlining with pink highliter * Correct approximations by using a word source. * Leave consistent spaces between words and shows a strong sense of directionality. * With support, understands and uses capital letters and full stops correctly. * Use key topic words from round the room | | | | * Record dominant sounds in order. * Begin to use some common spelling patterns. * Spells all high frequency words correctly from Essential spelling lists 1 & 2 * Indicate approximations by underlining with pink highliter * Correct approximations by using a word source. * Writes simple sentences correctly. * Use capital letters/full stops more consistently. * Begins to experiment with other punctuation ! ? , “ ” * Write most letters and numbers legibly * Use key words from round the room * Begin to use precise nouns, verbs, adjectives | | | * Spells some high frequency words correctly from spell write lists 3 & 4. * Beginning to proof-read and edit * Indicate approximations by underlining with pink highliter * Correct approximations by using a word source. * Uses capital letters/full stops consistently. * Uses commas, questions marks and speech marks with some consistency. * Forms sentences that are grammatically correct. * Attempts more complex sentences. * Uses some descriptive language – adjectives/adverbs | | | |
| **Groups** | **Monday** | | | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** | | **Future Planning** |
|  | *We Are Learning To:*  Begin to use some common spelling patterns. Indicate approximations by underlining with pink highliter  Begin to use precise nouns, verbs, adjectives | | | | | | | | | |  |
| **Dai**  **ly**  **Focus** | **WALT: Discuss basic conventions of ACROSTIC poems and create our own.**  Shared writing | **INDEPENDENT:** | | | **TEACHER**: | **INDEPENDENT** | | INDEPENDENT | |
| **Whole class:** | Shared Writing, Teacher Modelling, Sharing/writing WALTS, Success Criteria and Goals, (Will be done daily before each writing session)  Feedback and Reflection – At end of session. Sharing stories with class/buddy. Peer/share feedback and teacher comments into books (approx. 4-5 per day) | | | | | | | | | | |

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| SCHOOL LOGO **Writing Group plan** | | | | | | | | **Focus/Genre:**  POETRY | | **Term:** 3  **Week: 6** | |
| **Achievement Objective:** Students will be writing to record and communicate thoughts, ideas and information for a variety of personal, social, instructional purposes. | | | | | | | | | | | |
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| **SURFACE FEATURES**  **Group Focus** | * Write sentences that make sense. * Identify dominant sounds and records some accurately. * Spell some high frequency words correctly Essential lists 1 & 2 * Indicate approximations by underlining with pink highliter * Correct approximations by using a word source. * Leave consistent spaces between words and shows a strong sense of directionality. * With support, understands and uses capital letters and full stops correctly. * Use key topic words from round the room | | | | * Record dominant sounds in order. * Begin to use some common spelling patterns. * Spells all high frequency words correctly from Essential spelling lists 1 & 2 * Indicate approximations by underlining with pink highliter * Correct approximations by using a word source. * Writes simple sentences correctly. * Use capital letters/full stops more consistently. * Begins to experiment with other punctuation ! ? , “ ” * Write most letters and numbers legibly * Use key words from round the room * Begin to use precise nouns, verbs, adjectives | | | * Spells some high frequency words correctly from spell write lists 3 & 4. * Beginning to proof-read and edit * Indicate approximations by underlining with pink highliter * Correct approximations by using a word source. * Uses capital letters/full stops consistently. * Uses commas, questions marks and speech marks with some consistency. * Forms sentences that are grammatically correct. * Attempts more complex sentences. * Uses some descriptive language – adjectives/adverbs | | | |
| **Groups** | **Monday** | | | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** | | **Future Planning** |
|  | *We Are Learning To:*  Beginning to proof-read and edit - Indicate approximations by underlining with pink highliter -Correct approximations by using a word source.  Uses some descriptive language – adjectives/adverbs | | | | | | | | | |  |
| **Dai**  **ly**  **Focus** | **WALT: Discuss basic conventions of ACROSTIC poems and create our own.**  Shared writing | **INDEPENDENT:** | | | **INDEPENDENT**: | **TEACHER** | | INDEPENDENT | |
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